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ABSTRACT

Presented is a screening device for use in preschool programs to identify children with serious developmental delay. It is explained that the instrument will also help the classroom teacher to obtain a class profile. Screening tasks are charted and incorporated into lesson plans for the following skill areas: gross motor, fine motor, language, cognitive, self help, social/school-adaptive. (CL)

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circle preschool
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Classroom Screening

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CLASSROOM SCREENING

The Classroom Screening device has been developed for use in preschools, nursery schools, Headstart centers, and other agencies working with young children. We chose from several developmental scales to evaluate skills and abilities that emerge between the years $2\frac{1}{2}$ and 5 and are important for a child's involvement in a school program.

This screening device gives a gross measure of a child's developmental level. The primary purpose of the screening is to spot that child with a serious developmental delay. If a child does not score on the lower age level task in an area of the screening, and delay is suspected, the teacher should use the Individual Child Assessment to determine better the child's ability level.

This screening device will assist the classroom teacher in obtaining a class profile. The profile will indicate where the majority of the class is functioning so curriculum can be planned at the children's level of success. In the "total" column, record the number of children with skill present over the number of children observed. For example, if 18 children could do bunny jumps of the 24 who were observed, the total column would read 18/24. An individual profile of a child can also be developed from this screening. This individual profile will compare the child's performance on the various subtests with each other and indicate discrepancies in the child's own growth.

INSTRUCTIONS FOR ADMINISTRATION: The first two weeks of school, getting acquainted with the children, establishing their feelings of comfort, and knowledge of the classroom rules and routine will take priority. We suggest that the classroom screening be completed within a month of the beginning of school. Observe and record for these skills whenever possible during the daily schedule. To increase the possibility of their occurrence, the various tasks in each particular area of this screening device have been written as a lesson plan for a small group. The activities within the lesson plan can also be done separately and worked into a classroom daily schedule. For example, several of the items in the language screening could be done during a "special event" or circle time with a large group of children. Most of the items on the gross motor screening could be done on the playground in a "follow the leader" game. The manipulation tasks in fine motor screening could be observed during free play in the classroom with a "build a city" activity set up on the table. Other possibilities for observation are listed under "variations" in the lesson plans.

This is not a test. Demonstration of a task and prompting are OK! The purpose of the screening is to assess a child's knowledge and ability. Those who give this screening are asked to use their imagination and resources to stimulate children to perform to the best of their ability. Make these "tasks" a game.

GROSS MOTOR SCREENING

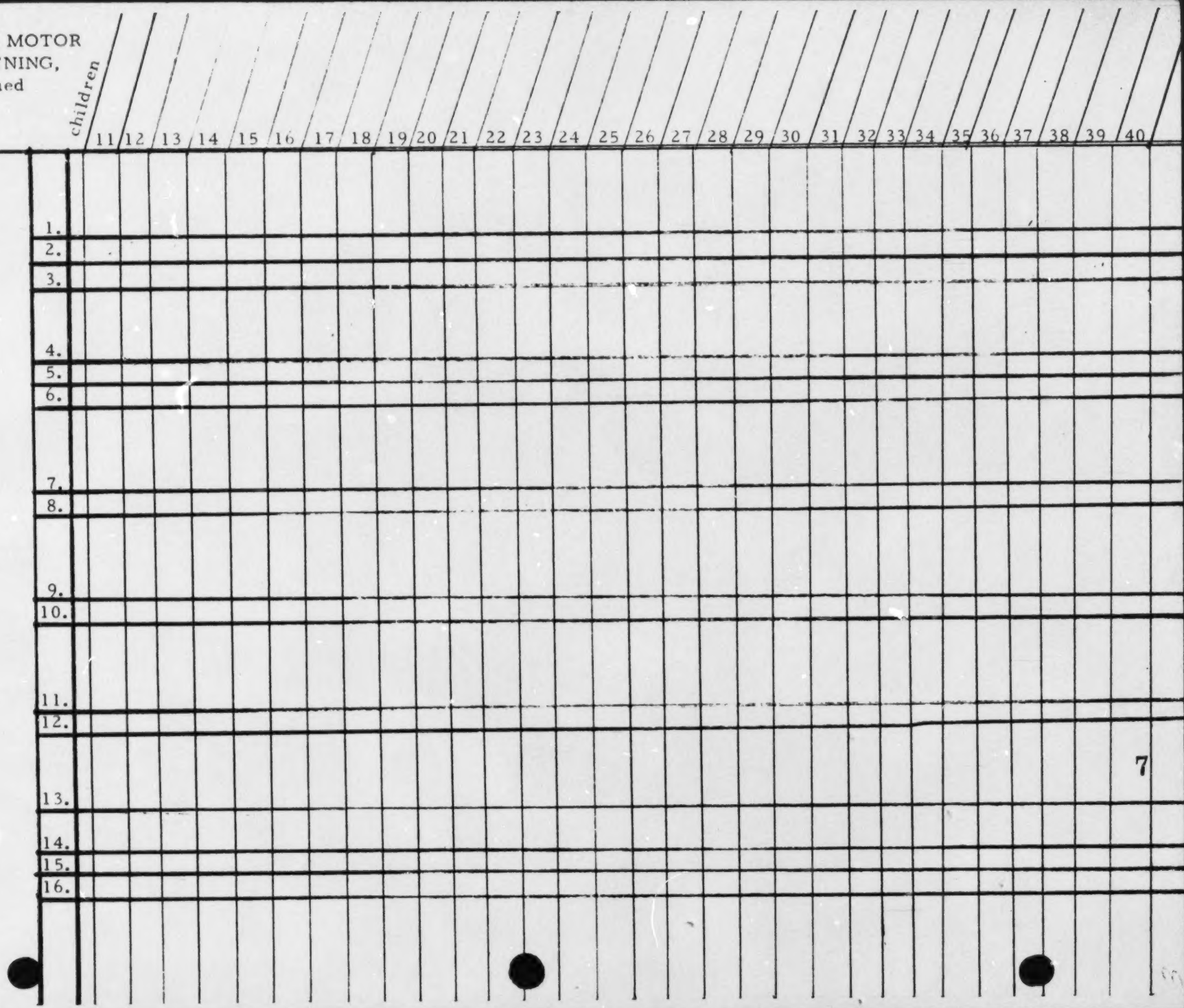
PRESCHOOL: $2\frac{1}{2}$ to 5 years

RATING: + skill present
- skill not present

		TOTAL		children 1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
WALKING TASKS													
1. Walks on tiptoe	(30 mo)		1.										
2. Walks on tiptoes - 10 feet	(36 mo)		2.										
3. Walks 1" x 4' diameter circle; no errors	(48-60 mo)		3.										
WALKING BOARD TASKS													
4. Alternates 2-3 steps on board	(36-48 mo)		4.										
* 5. Walks length of walking board (6 cm/$2\frac{1}{2}$" wide)	(48-60 mo)		5.										
* 6. Walks length of walking board (4 cm/$1\frac{1}{2}$" wide)	(60-72 mo)		6.										
BALANCE TASKS													
7. Stands momentarily on one leg	(30 mo)		7.										
8. Stands on one leg 4-8 seconds	(48 mo)		8.										
JUMPING TASKS													
9. Bunny jumps	(36-48 mo)		9.										
10. Hops forward on one foot, 4-6 hops	(48-60 mo)		10.										
STAIR CLIMBING TASKS													
11. Walks up - alternating feet	(36-48 mo)		11.										
12. Walks down - alternating feet	(48-60 mo)		12.										
THROWING TASKS (Best of 3 attempts)													
13. Hurls ball [illegible]rward direction	(30-36 mo)		13.										
14. Hurls ball overhand with horizontal arm and body movements	(48-60 mo)		14.										
15. Hurls ball with same arm and leg forward	(60-72 mo)		15.										
16. Hurls ball with opposite arm and leg forward	(72+ mo)		16.										

*Cm to inches are approximate

GROSS MOTOR SCREENING, continued



FINE MOTOR SCREENING

PRESCHOOL: $2\frac{1}{2}$ to 5 years

RATING: + skill present
- skill not present

		TOTAL	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
			children									
MANIPULATION TASKS - RELEASE & GRASP												
1. Builds tower of 5-6 cubes	(21 mo)		1.									
2. Tears paper	(24-26 mo)		2.									
3. Builds tower of 9 cubes	(36-48 mo)		3.									
VISUAL PERCEPTION TASKS												
4. Imitates folding a paper square into a rectangle	(21-24 mo)		4.									
5. Stacks 5 rings on post in order of size.	(30-36 mo)		5.									
6. Imitates closing fist and wiggling thumb, first right then left	(36-48 mo)		6.									
7. Imitates spreading of hand and bringing thumb into opposition with each finger, right and left	(48-60 mo)		7.									
EYE-HAND COORDINATION TASKS												
8. Can fringe paper with scissors	(36-48 mo)		8.									
* 9. Can paste and glue, joining and bonding	(48-60 mo)		9.									
10. Can cut curved line with scissors	(60-72 mo)		10.									
PRE-WRITING TASKS												
11. Copies drawing of a circle	(36-48 mo)		11.									
12. Copies drawing of a square	(48-60 mo)		12.									
13. Draws recognizable person with trunk, arms, legs, features	(60-72 mo)		13.									
14. Prints capitals of first name	(60-72 mo)		14.									

* Alternate: Can cut on straight line (48-60 mo)

FINE MOTOR SCREENING, continued

	children 11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
1.																															
2.																															
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13.																															
14.																															

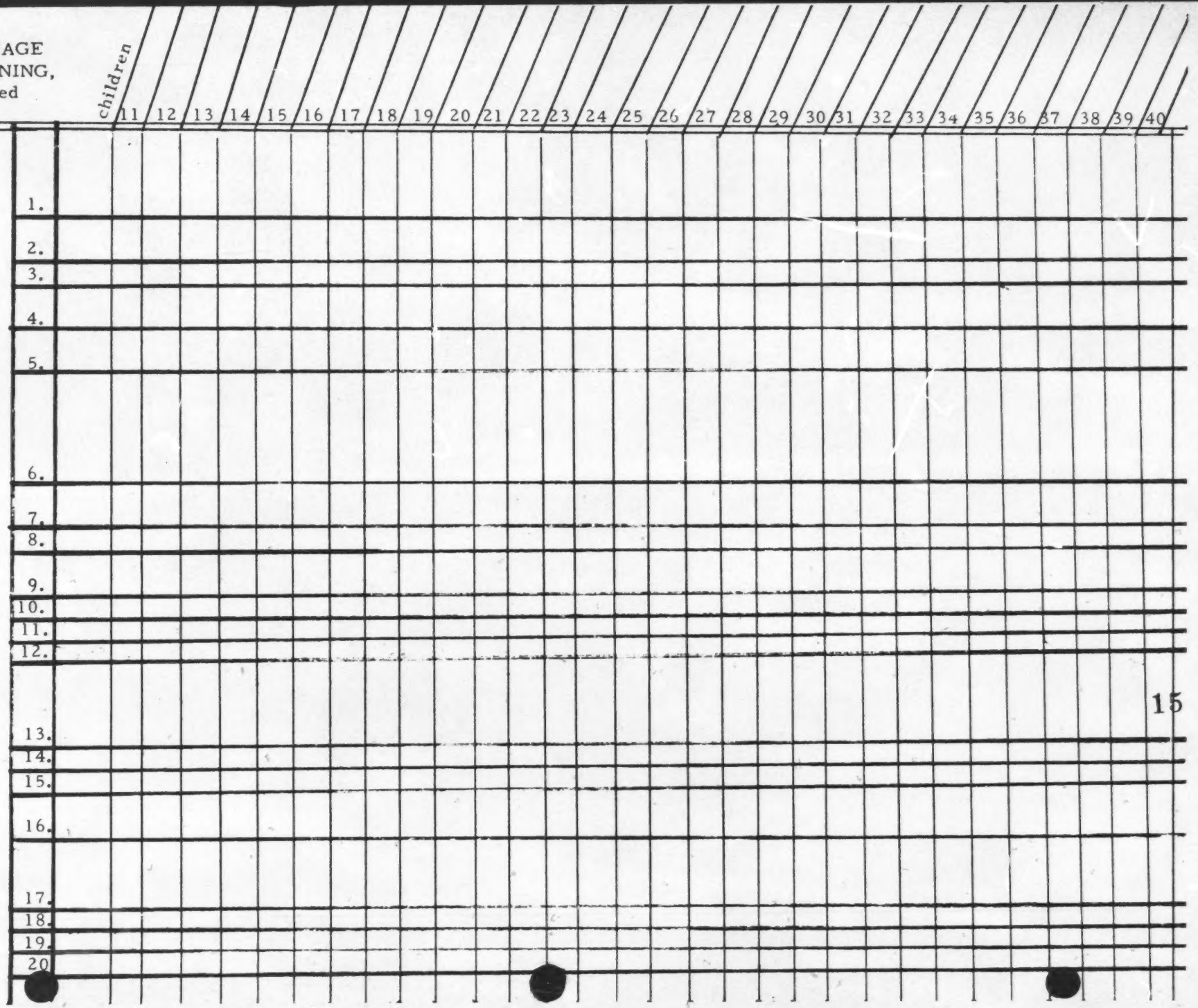
LANGUAGE SCREENING

PRESCHOOL: $2\frac{1}{2}$ to 5 years

RATING: + skill present
- skill not present

	TOTAL		CHILDREN 1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
RECEPTIVE LANGUAGE TASKS - (Auditory and Visual)												
1. Points to four or five body parts of self or doll (AR: 21-24 mo)		1										
2. Carries out two simple related commands given at once (AR: 30-36 mo)		2										
3. Names at least one color correctly (VR: 30-36 mo)		3										
4. Discriminates 3 to 5 prepositions such as "on", "in", "under", "off", "above" (AR: 30-48 mo)		4										
5. Names the three primary colors: red, yellow and blue (VR: 48-60 mo)		5										
ORGANIZING PROCESS TASKS - (Auditory & Visual Association, Memory and Closure												
6. Associates body parts with their functions (What do you see with? eat with?) (AA: 24-30 mo)		6										
7. When told the use or actions, can point to or name object. (What cuts? knife.) (AA: 30-36 mo)		7										
8. Gives use of objects. (Why do we have stove?) (AA: 36-48 mo)		8										
9. Able to make analogies. (Apple is red: a banana is ?) (AA: 48-60 mo)		9										
10. Repeats a sequence of 3 items (AM: 48-60 mo)		10										
11. Identifies removed object from a group of 3 (VM: 48-60 mo)		11										
12. Recognizes a partially shown object (VC: 48-60 mo)		12										
EXPRESSIVE LANGUAGE TASKS (Verbal & Manual)												
13. Demonstrates simple action words - eating, sleeping (ME: 24-30 mo)		13										
14. Uses 2 prepositions - "in, on, or under" (VE: 30-36 mo)		14										
15. Gives age and birthday (VE: 48-60 mo)		15										
16. When asked, describes objects while naming them using 3 descriptors.. (use, color, shape, size) (VE: 48-60 mo)		16										
EXPRESSIVE LANGUAGE - (Syntactical structure)												
17. 2-word combinations - adjectives & noun "little baby" (15-18 mo)		17										
18. Uses pronouns: "that is her cat," (21-24 mo)		18										
19. Uses negative statements: "The man cannot..." (30-36 mo)		19										
20. Can ask a question: "Who is it?" (36-48 mo)		20										
21. Uses plurals: "The girls have the presents." (36-48 mo)		21										

LANGUAGE SCREENING, continued



COGNITIVE SCREENING

PRESCHOOL: $2\frac{1}{2}$ to 5 years

RATING: + skill present
- skill not present

		TOTAL	children 1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
PHYSICAL KNOWLEDGE												
1. Names at least one attribute of an object (texture, shape, weight, or size.	(36-48 mo)	1										
LOGICAL KNOWLEDGE-CLASSIFICATION												
2. Matches identical familiar objects	(24 mo)	2										
3. When shown 2 objects, is able to tell how they are the same or not the same using size, shape, or color.	(36-48 mo)	3										
SERIATION												
4. Can discriminate between little and big objects	(24-30 mo)	4										
5. Able to sort objects by size (largest to smallest) ----------(3 objects)	(36-48 mo)											
----------(10 objects)	(48-60 mo)	5										
6. Asked which of 2 objects is bigger (without being shown the object) can name the bigger object	(60 mo)	6										
NUMBER												
7. Selects just one block from a group of blocks in response to "Give me a block"	(30-36 mo)	7										
8. Counts five objects & answers "How many?"	(48-54 mo)	8										
9. Counts 10 objects and answers "How many?"	(54-60 mo)	9										
SPACE												
10. Child places blocks in row - horizontally (on floor) or vertically (by stacking)	(24-27 mo)	10										
11. Imitates or initiates building of bridge with 3 cubes	(36-48 mo)	11										
REPRESENTATION-SYMBOLS												
12. Names block structure as being bridge, bed, track	(30-35 mo)	12										
13. Uses object to represent another object in play (block as truck)	(36-48 mo)	13										
14. Naming of structure is related to function of building ("garage" ... and parks car inside)	(48-72 mo)	14										
15. Constructs a 3-dimensional model with blocks that represents an actual structure in his environment (Grandma's house, Safeway store)	(60 mo)	15										

COGNITIVE SCREENING, continued

	children 11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
1.																														
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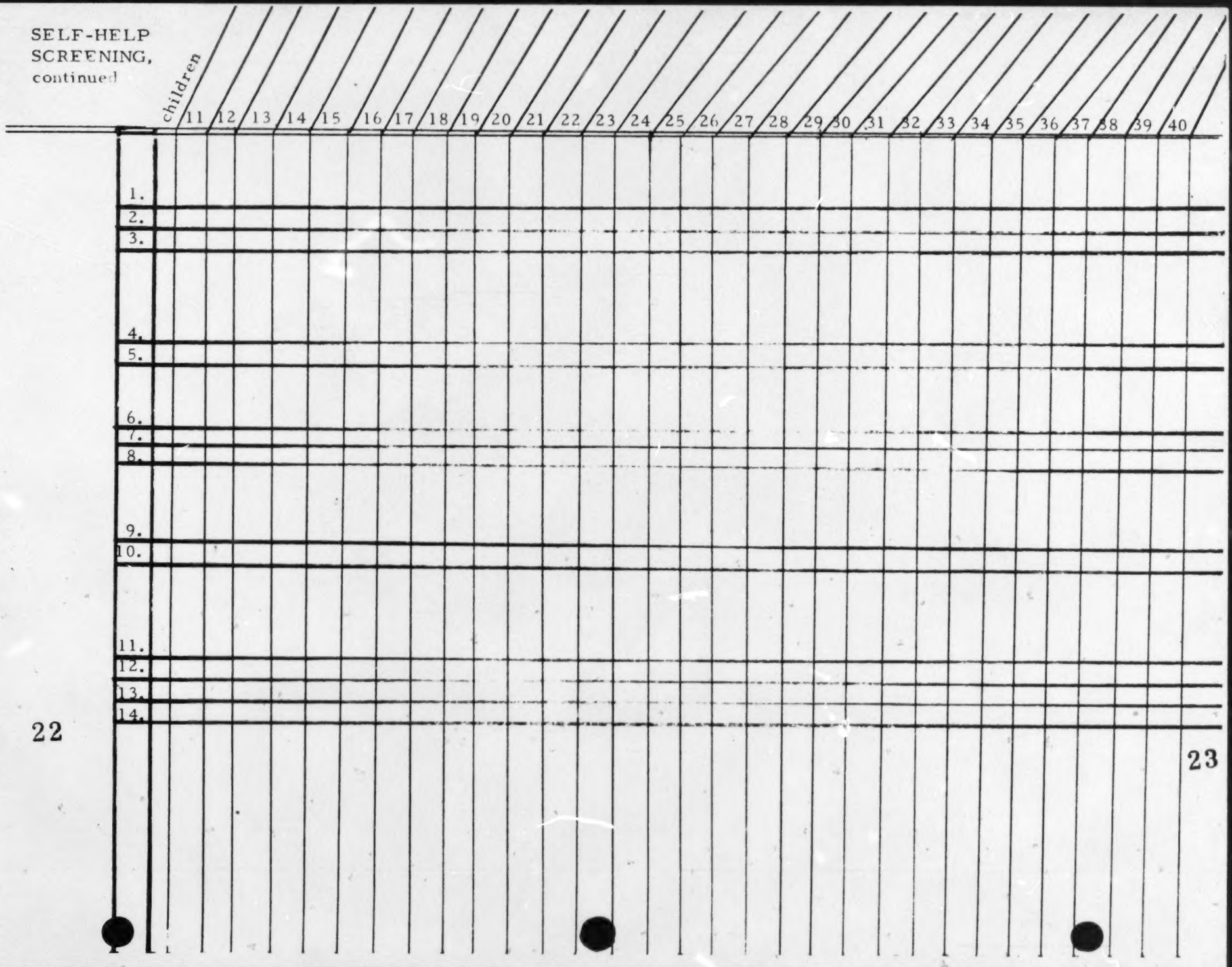
SELF-HELP SCREENING

RATING: + skill present
- skill not present

PRESCHOOL: $2\frac{1}{2}$ to 5 years

		TOTAL		children 1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	
FEEDING TASKS														
1. Eats with fork	(28-36 mo)		1.											
2. Pours well from pitcher	(36-48 mo)		2.											
3. Can cut with knife	(48-60 mo)		3.											
TOILETING														
4. Verbalizes toilet needs in reasonable time	(24 mo)		4.											
5. Cares for self at toilet	(36-48 mo)		5.											
DRESSING TASKS														
6. Removes coat, if unfastened	(24-36 mo)		6.											
7. Puts on and buttons or zips coat	(34-48 mo)		7.											
8. Laces shoes	(48-60 mo)		8.											
PERSONAL HYGIENE														
9. Dries own hands	(30-35 mo)		9.											
10. Washes face and hands unaided	(36-48 mo)		10.											
SAFETY														
11. Understands and stays away from common dangers	(30-35 mo)		11.											
12. Tells full name	(36-48 mo)		12.											
13. Knows own phone number	(48-60 mo)		13.											
14. Tells home address	(60-72 mo)		14.											

SELF-HELP
SCREENING,
continued



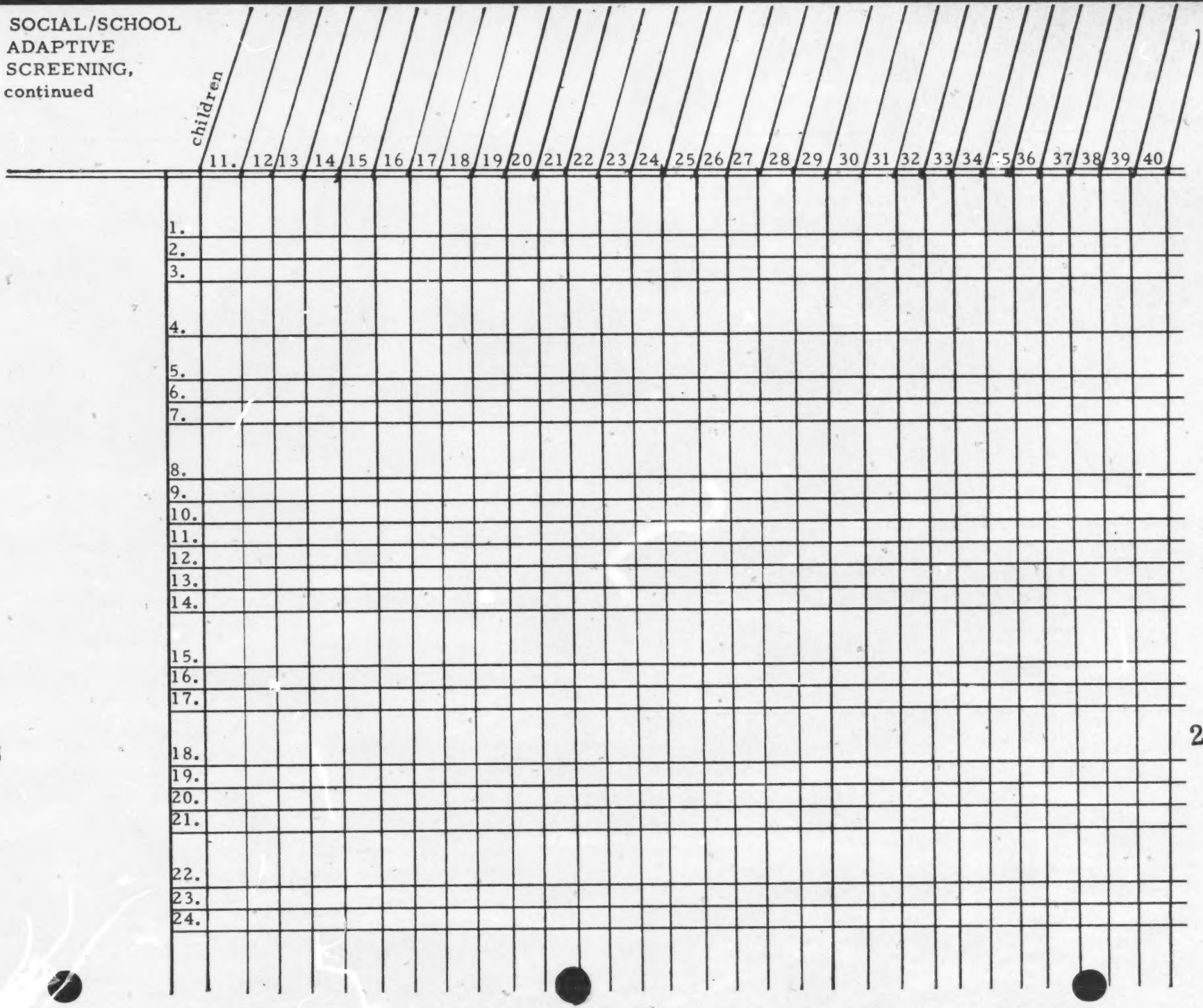
SOCIAL/SCHOOL-ADAPTIVE SCREENING

PRESCHOOL: $2\frac{1}{2}$ to 5 years

RATING:
+ skill present
- skill not present
1. uninvolved
2. unsafe/destructive
3. disruptive

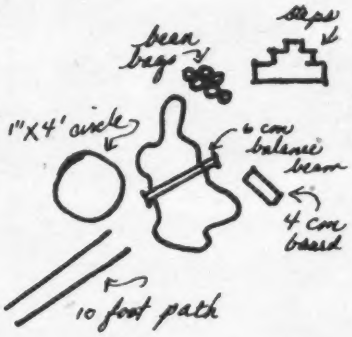
	TOTAL	children 1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
ARRIVAL/SEPARATION											
1. Leaves parent without fuss	1.										
2. Greets adults, peers	2.										
3. Begins to participate in some activity	3.										
FREE PLAY											
4. Solitary: Plays alone (12-24 mo.)	4.										
5. Parallel: Plays near others in similar way but does not interact (24-30 mo.)	5.										
6. Onlooker: Watches others (30-36 mo.)	6.										
7. Interactive: Plays with others (36-48 mo.)	7.										
SMALL GROUP											
8. Present but not participating	8.										
9. Tries to use materials	9.										
10. Follows directions/understands task	10.										
11. Waits turn	11.										
12. Completes activity	12.										
13. Puts product in appropriate place	13.										
14. Manages transition to other activity	14.										
LARGE GROUP											
15. Responds to cues for group time	15.										
16. Stays with group	16.										
17. Understands task/attends	17.										
SNACKS/MEALS											
18. Responds to cue	18.										
19. Washes hands, etc.	19.										
20. Waits turn or passes food	20.										
21. Disposes of trash	21.										
LEAVING											
22. Collects belongings	22.										
23. Stays with adult (safely)	23.										
24. Leaves cheerfully	24.										

SOCIAL/SCHOOL ADAPTIVE SCREENING, continued



GROSS MOTOR SCREENING

MATERIALS:



This activity will work best with 2 teachers -- one acting as group leader and the other as recorder.

Gym or large open area to set up obstacle course: tape a 10 foot path on floor and a 1" x 4' (diam.) circle on the floor. Walking board (6 cm. wide) with blue paper under the board for water. Have another walking board (4 cm. wide) nearby.

Have set of steps nearby (or plan to have your activities near a set of steps), have bean bags stacked near the paper water, recording sheet, pencil, and an observer.

PROCEDURE:

I. Play "Follow the Leader" or do this story activity. Demonstrate the task whenever necessary throughout the activity.

Seat the children on the floor in front of you and tell this story: "Once upon a time there was a very special school for boys and girls. It was on (street) in (city). The name of that special school was (your school).

Now it was very difficult to get to this school. (School) was surrounded by a magic forest. But it was such a great place to be at that many children did try! Would you like to try to get to this special school? Are you brave enough to go through the magic forest? I'll go with you and we can protect each other.

1, 2 Here we go into the forest. Let's tiptoe very quietly
3 down this small road (the 10 foot path on the floor) ... and walk
4, 5 around this magic circle (the 4' diam. circle taped on floor.) Look! Here is a bridge (6 cm balance board). Let's walk across this bridge. Careful, don't fall into the river! There are alligators in the water. (Wade in and pull out any child who falls in.) (Remove bridge.)

We made it! Now we are in a very dangerous part of the forest. I've heard that the old witch whom Hansel and Gretel met lives in the a gingerbread house near here. Let's disguise ou selves as birds
7 and animals! That old witch likes to catch boys and girls. Pretend you are a swamp bird. First, stand on one leg/foot. Now, I'll
8 count. Show me how long you can be a bird. (Count off 8 seconds.) You were good swamp birds! The old witch didn't recognize us.
9 Now, let's be bunnies. Bunnies hop like this, with both feet together. Pretend we are bunnies -- let's hop. If you were a bunny with a
10 broken leg, you would hop like this! Hop on one foot. The old witch didn't catch us! You were very good birds and bunnies.

Look! I see a mountain (or a valley, depending on if your steps
11 go up or down). Let's climb to the top of the mountain and look around! (Let's climb down to the valley below and look around!)
12 From here I think I can see the school! Can you see it? Down the mountain we go! Let's be on our way. (Out of the valley we go! Let's be on our way.)

STOP! The bridge over the river is gone! (or put one end of the walking board down and say it's broken.) Here is a board we can use. (the 4 cm board). It is narrower but it will work. If only we could get in the water to fix the bridge. Those alligators look mean and hungry. Let's find something to feed them. Here are some sacks of beans. One at a time, we'll each take a turn throwing
13, 14, 15, 16 a bean bag to an alligator. _____, you go first. Throw the bean bag to an alligator in the water (blue paper). (Continue with each child in turn.) Now the alligators are fat and full. We
6 can wade in the water and fix the bridge. (Place 4 cm board on bridge supports.) Let's walk across!

Here we are at ___(your school)___. It was an exciting trip and we all arrived safe and sound. Let's sit and rest after that long trip through the magic forest.

VARIATIONS:

A. These tasks could be observed and recorded during a "follow the leader" game on your playground.

B. If you have no steps at your school, go on a short walk and find some your children can climb!

FINE MOTOR SCREENING

MATERIALS:
- One inch cube blocks
- Scraps of colored paper (for flags)
- Tape
- Stacking Ring Toy
- Paper, 12x18", for each child
- Scissors
- Example of project
- 6" sq. colored papers with 3" diameter predrawn circles
- Pre-cut circles with 3" diameters
- 9 x 2 or 3" strips of green construction paper
- Paste or glue
- Predrawn model of circle and square (on separate 2" and 3" square cards)
- Crayons or felt pens
- 6" square

PROCEDURE: (Note: These screening activities could easily be split into two sessions with procedures I and II at one time, and III and IV at another.)

I. Encourage the children to build tall buildings. Seat a small group of children at a table. Give them a tub of colored cubes. "Let s build a city. We need tall buildings to make a city. (Demonstrate).

1,3. Make the buildings as tall as you can!" Note number of cubes in each child's building. After the buildings have been built, say, "These buildings are so tall an airplane flying over could run into

2. them! Let's make flags to stick on our tall buildings to warn the airplanes!" Pass out colored paper scraps and a small strip of tape to each child. "Tear a flag from this paper -- tear any shape you wish. Your flag will warn the airplane to stay away!" (Demonstrate tearing and taping the flags.)

II. While the children are tearing the paper (or using it whole if they

5. can't tear), or at a later time, show the stacking rings assembled. "Let's build a fancy round building--like this, to add to our city." Take the rings off the stacking toy. Say to a child, "Begin with the largest ring -- and then the next -- until your building is as tall as can be. What a great city you have built! I see many tall buildings with flags flying!"

6. As the children are putting away the materials, have them imitate your hand movement; demonstrate closing your fists and wiggling your thumbs -- alternating right and left hands. Ask the children to imitate.

7. Now demonstrate spreading your hands and touching each finger with your thumb. Again, ask the children to imitate this movement.

PROCEDURE II
Continued

Have the children imitate your hand movements while you tell this story. "Once upon a time in a little house (show a closed fist) there lived a little monster. (Wiggle your thumb.). Right next door to this little house was another just like it (show other closed fist). A little child lived in this house (wiggle your other thumb). The monster and child liked to scare each other. (Say BOOO and hide your hands behind your back). Even though they like to scare each other, they were great friends and played together every day. (Slowly bring your hands out and wiggle your thumbs.)

4. Let's draw pictures of these two friends." Tell the children to watch. Take a piece of square paper and fold it in half. Give each child a paper and ask them to fold it in half. Help those who have trouble. "One side (point) will be the monster's house -- and we can make the monster! The other side (point) is the little child's house -- here we can draw the little child."

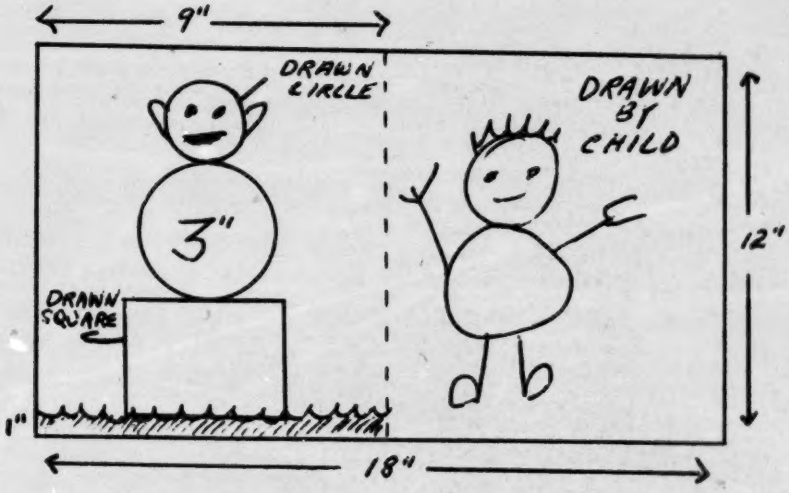
III. "I have a strip of green paper that I can cut (fringe) like this to look
8. like grass. The monster has grass in front of his house. Here is a strip of green paper and a scissors. Fringe your paper to make grass." (Draw lines for fringing if necessary.) After each child
10. finishes fringing, pass him a square of colored paper with a predrawn circle. "Here is a circle to cut out. It is part of the monster's body." Have precut circles for those unable to cut. "Paste
12. your grass on the bottom of the monster's space -- like this. This monster often hid in a box." (Show predrawn square.) "Draw a
9. box on the grass. Paste your small circle above the box." (Demonstrate.) After the pasting has been done, remove the glue and scissors.

IV. "Our monster has a body and no head!" (Show predrawn circle.)
11. "Draw a circle like this for his head." (Pass out a crayon to each child.) "Now draw eyes." (Pause) "Draw a mouth." (Pause) "You may finish drawing the monster as you wish." (arms, hair, etc.)

"Now let's move next door and draw a person. The little child who is the monster's friend. You may draw a boy --or a girl--in this
13. house." Encourage the children to draw a complicated figure by asking if their picture needs anything more. Accept any answer. When the children are finished with drawing, ask them to put their name on the picture. Help those who have difficulty.

FINE MOTOR SCREENING
continued

Example of project:



VARIATIONS:

A. Substitute: Can cut on straight line (48-60 mo) for paste and glue.

B. Each set of tasks can be done separately or incorporated into another activity.

C. Stacking Rings could be more easily observed during free play time if the teacher would prefer to record this skill at a later time.

LANGUAGE SCREENING

MATERIALS: Doll, eight different colors of crayons or blocks, small box, box lid containing a plastic knife, ball, cup, shoe, soap, (small stuffed animal optional).

PROCEDURE:

I. 1. Seat the children around a table. Ask a child, "Point to your eyes." Ask another, "Point to your nose." Taking turns and going around the circle, give each child a chance to point to their eyes, nose, hands, feet, hair. If some children do not wish to point to their body, give them a doll. Ask, "Point to the eyes, etc."

2. Again, taking turns, give each child two simple related commands. "Stand up and knock on the table." Give each child a different command. The actions need not be performed in the order given.

3. Pace a set of colored objects on the table. Ask a child to chose an object and tell its color. Have the child return that object to the set.

5. If a child can name one color, point to the red, yellow and blue blocks and ask their color. Give each child a turn.

4. Using a block (or small stuffed animal) and a box, give each child a chance to show his understanding of at least three prepositions. "Put the block on the box. In the box. Under the box." ("Above" or "off" could also be used.) Change the order for each child.

II.

6. Ask each child, "What do you see with? What do you hear with?" Place the box lid containing objects on the table.

7. Give each child a turn to name or point to the object mentioned. "What cuts? (knife). What bounces? (ball). What do you drink out of? (cup). What do you use to wash your hands?(soap). What do you wear on your foot? (shoe)." If a child is unable to identify one item, give him another chance with a different object. Put the lid away.

8. Next ask, "Why do people have stoves? beds? refrigerators? chairs? etc." Each child should have a turn to give a use of an object.

9. Now tell the children you have some tricky questions for them and they will have to listen carefully. Give each child a different question. "An apple is red; a banana is (yellow)? A man is big; a baby is (little)? A ball is a circle; a book is a (square or rectangular).

A girl walks; a bunny (or rabbit) ___(hops)___? A dog moves fast: a turtle moves ___(slow)___? Soup is hot; ice cream is ___(cold)___? You are good listeners!"

10. Observing for memory, ask a child to repeat a sequence of three items in the same order as given. "Say -- dog, cat, doll." Give each child a different three items in sequence. Again, observing for memory say,

11. "Now I want you to show me what good eyes you have!" From your collection of objects, place three on the table. Ask the children to look carefully but not to say the names. Place the box lid in front of the objects. (Or, ask the children to close their eyes.) Remove and hide an object. Ask a child, "What s missing?" Change the objectsand repeat the procedure, removing an object and asking another child. (If a child demonstrates the use instead of naming the object, accept that as a correct answer. They remembered the object!)

12. Hide several objects in the box. Slowly take an object half way out of the box. Ask, "What is this?" Give each child a chance to identify a partially shown object.

III.

13. Give each child a chance to demonstrate a single action. "Show me,you are eating. You are sleeping."

14. Now to observe if the child can use prepositions, again take the box and block (or stuffed animal). Placing the block in the different positions ask,"Where is the block?" Give each child turns to tell the position of the block either "in, on, or under" the box. Each child should use two of these prepositions correctly.

15. "How old are you? When is your birthday?"(Pause)

16. Show an object from the box. "What is this? Tell me about it." (Pause) The child should describe the object using at least three descriptive words, (color, use, shape, or size).

IV. In this section of the language screening, each child must correctly and completely repeat the model sentence. No credit should be given for a partial response. Asking each child separately,

17. "Say -- little baby."

18. "That is her cat."

19. "The man can't reach."

20. "Who is it?"

21. "The girls have the presents."

VARIATIONS:

A. Several of these tasks could be observed during a group circle time activity. Color games, games involving understanding and using prepositions, and games of memory could be devised for the large group.

COGNITIVE SCREENING

MATERIALS: Set of nursery school blocks (big, medium, and little blocks).

PROCEDURE: I. Give each child twelve blocks. Be sure to include some of each of the three sizes. Allow each child a few minutes of free play. Go to each child individually, observe the specific types of structures the child makes. Ask, "Tell me about this." (Accept any anwer.)

(Space)

10. Places blocks in row, on floor or by stacking.

11. Initiates or imitates a bridge with 3 blocks. If the child has not built a bridge structure, ask, "Make one like mine."; show the child how to build a bridge with 3 blocks, ( ).

(Symbols)

12. Names block structure as being bridge, bed, or track.

13. Uses object to represent another object in play (block is truck).

14. Naming of structure related to function of building. (Child names building a "garage" and uses it as a garage - parks car inside.)

15. Building represents an actual structure. (Grandma's house, Safeway grocery.)

(or other object).

(Physical Knowledge)

1. Give the child a block, "Tell me about this." (Encourage several responses...texture, shape, weight, or size.) Child should name at least one attribute.

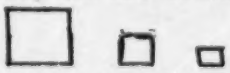
(Classification)

2. Show the child a block and ask, "Find one like mine." (Must be identical.)

3. "How are our blocks the same?" (Size, shape, or color.)

(Seriation)

4. "Look at your blocks. Show me a <u>big</u> block (or a <u>little</u> block.)"

5. Show the child blocks of 3 lengths. Arrange the blocks from longest to shortest. Ask, "Which is the daddy? mommy? baby?" Mix up blocks so they are no longer parallel to each other. Ask the child to arrange them as before with the daddy here, the mommy next to him, and finally the baby here. If child is able to order 3 objects, follow the same procedure with 10 objects to order in size from "the daddy here, the mommy next, all the brothers and sisters, and finally the baby bear." 

6. "Here is a funny question. Which is bigger, a flower or a tree?" (Dog or mouse? Cat or horse? Tricycle or car?) Ask each child a different question.

II. The second step of the procedure could be done later with blocks or other objects.

(Number)

7. Ask each child, "Give me a block." The child should hand you only one block. Separate 5 blocks from the child's pile,
8. (or find a structure built with 5 blocks), and ask, "Count these blocks for me." After the blocks have been counted, ask, "How many?" (Pause) Repeat this procedure with 10
9. blocks separated from the child's pile. (Separate the number you wish counted -- do not ask the child to give you 5 or 10 from his total number.)

VARIATIONS:

A. The six tasks could each be observed and recorded at separate intervals.

B. Step I of the procedure could be done at one time and Step II at the same or a later time.

C. Playdough or clay could be used in place of blocks for several tasks in this screening, particularly those of classification, seriation, and representation - symbols.

SELF-HELP SCREENING

MATERIALS: small pitcher with juice
knives, forks, and small bowls
fruits (apples and bananas)

PROCEDURE:

1. Most of the skills on this screening can be observed and recorded at snack time, clean-up time, toilet time, or when the child is arriving or preparing to leave school. "Common dangers" are the swings and trikes in the playground. Post screening in appropriate place around classroom so observations can easily be recorded. For example, near the coat rack or the bathroom.

   Feeding skills could be observed during the preparation of a fruit salad, with children cutting apples and bananas. Playdough is another good material to use to observe cutting skills. (Note: Plastic or dull knives, please.)